

202-5
Interviewing Adolescents Exhibiting
Oppositional/Defiant Behaviors

A Training Outline

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For the
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Competency-Based Training
And Certification Program

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202-5 Interviewing Adolescents Exhibiting Oppositional/Defiant Behaviors

An Overview of the Curriculum

Rationale:

Adolescents are often some of the most difficult clients to interview because of their developmental issues of establishing autonomy and their strong beliefs about loyalty. Many of the teens additionally exhibit engrained oppositional and defiant behaviors. Caseworkers must be keenly aware of how adolescent developmental issues manifest during the interview process and be skilled in their ability to navigate oppositional/defiant behaviors that can jeopardize the success of an interview.

Learning Objectives:

Learning objectives for the curriculum include:

- Identify possible causes of oppositional and defiant behaviors in the interviewing process.
- Clearly articulate the worker's role to the adolescent they are working with.
- Concisely plan and implement sequenced topics to be covered in the interview process.
- Implement interview strategies to move the adolescent beyond oppositional/defiant behavior to a more cooperative stance.

Competency:

202-5 The Child Welfare Professional knows specialized interviewing and casework strategies which are effective with adolescents.

Length of Workshop:

6 Hours

202-5 Interviewing Adolescents Exhibiting Oppositional/Defiant Behaviors

Curriculum Overview (Continued)

Materials Needed to Present Workshop:

The following materials are needed to present the workshop:

- ✓ Color Markers
- ✓ Name Tents
- ✓ Overhead Projector/Screen
- ✓ TV/VCR
- ✓ Easel Stand/Flip Chart
- ✓ Working with Hostile and Resistant Teens
Volume 1
(Order through Attainment Co.at 800-327-4269)
- ✓ Dealing with Resistant Teens (Available Through CBT Library)
- ✓ Curriculum with Transparencies
- ✓ Handouts for Participants

Target Audience:

Child Welfare Caseworkers and Supervisors

Summary:

Caseworkers often deal with adolescents who are fearful, uncooperative, defiant, and angry about being interviewed. This workshop offers participants practical strategies to establish a more positive rapport with these adolescents and elicit the necessary information to complete the interview process in a productive manner.

Expectations of the Trainer:

The trainer should be knowledgeable about adolescent development, Oppositional Defiant Disorder, and have experience working with adolescents exhibiting oppositional/defiant behaviors to be able to effectively present this training outline.

**Agenda for a Full-Day Curriculum on Interviewing Adolescents
Exhibiting Oppositional/Defiant Behaviors**

Estimated Time	Content	Page
15 minutes	Introduction & Expectations	
30 minutes	Causes of Oppositional Behavior During the Interviewing Process	
30 minutes	Foundation Skills	
60 minutes	Setting the Agenda and Defining the Roles	
30 minutes	Techniques for Passive Resistant Behavior	
30 minutes	Recognizing Depressive Symptoms	
30 minutes	Techniques for Anger De-Escalation	
30 minutes	Techniques for Oppositional Defiant Behavior	
60 minutes	Reflection Groups	
15 minutes	Wrap Up and Evaluation	

Introduction

Estimated Length of Time:

15 minutes

Learning Objectives:

- ✓ Discuss the workshop, including the rationale, learning objectives and agenda.
- ✓ Become familiar with other participants.
- ✓ List the learning objectives identified by the participants.

Method of Presentation:

Lecture, small and large group activity

Materials Needed:

- ✓ Name tents and markers
- ✓ Overhead # 1 Learning Objectives
- ✓ Overhead # 2 Agenda
- ✓ Handout # 1 Agenda

Introduction

Outline of Presentation:

Prepare the training room by placing name tents and markers on each table. The trainer should then cover the following points:

- ✓ Welcome participants to the training.
- ✓ Introduce trainer.
- ✓ State the rationale for the training.
- ✓ Review the learning objectives for the training using *Overhead # 1(Learning Objectives)*.
- ✓ Review the agenda for the day using *Overhead #2 (Agenda)*.
- ✓ Distribute *Handout #1 (Agenda)* to participants for their reference.

Step 1:

Instruct participants to make a name tent using the paper provided. The participants should be instructed to write their name on the name tent.

Step 2:

Trainer introduces self and overviews the rationale, learning objectives, and agenda for the day. The trainer distributes *Handout #1 (Agenda)* for reference throughout the day. The trainer asks participants to introduce themselves.

Step 3:

Trainer asks participants to discuss in their groups of 5-6 what they hope to learn from this workshop. The trainer asks each group to list their learning objectives on a flip chart and hang the chart on the wall of the training room. The trainer reviews the desired outcomes and uses the listing to emphasize information throughout the day by referring back to the listings.

Causes of Oppositional/Defiant Behavior

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ To explore the five possible causes of oppositional/defiant behaviors exhibited by adolescents during the interviewing process – developmental, fear, cultural misunderstandings, passive resistance, and open defiance.
- ✓ To question assumptions about singular pathways to oppositional/defiant behavior.

Method of Presentation:

Lecture, small group activity and video

Materials Needed:

- ✓ Working with Hostile and Resistant Teens Video (Volume 1)
- ✓ Overhead # 3 Possible Causes of Oppositional/Defiant Behaviors
- ✓ Handout # 2 Possible Causes of Oppositional/Defiant Behaviors

Causes of Oppositional/Defiant Behaviors

Outline of Presentation:

The trainer introduces the concept that there are a number of possible pathways to oppositional/defiant behavior and asks the participants to explore all of the possibilities by viewing and discussing a video clip of an oppositional/defiant teen.

- ✓ Show video clip of Ivan (Working with Hostile and Resistant Teens (Volume 1).
- ✓ Ask participants to list on flip chart paper all of the possible reasons for Ivan's oppositional/defiant behavior during the interview and summarize possible causes through lecture.
- ✓ Explore techniques utilized in the interviewing process with Ivan and apply those techniques to daily practice.

Step 1:

The trainer distributes *Handout # 2 (Possible Causes of Oppositional/Defiant Behaviors)*. Using *Overhead # 3 (Possible Causes of Oppositional/Defiant Behaviors)*, the trainer introduces the concept that there are a number of possible pathways to oppositional/defiant behavior and asks participants to explore all of the possibilities by viewing and discussing a video clip of Ivan.

Step 2:

The trainer shows the video clip of Ivan and asks participants to discuss in small groups the possible causes of Ivan's oppositional/defiant behavior exhibited during the interview seen on the video. The participants list their findings on flip chart paper and hang the paper on the wall of the training room. The participants report the findings from their small group discussions. The trainer summarizes by emphasizing the multiple reasons that might underlie Ivan's behavior (developmental, fear, cultural influences, depression, manipulation, victimization triangle).

Step 3:

The trainer explores with the participants in large group discussion the techniques employed by the interviewer in the video. The participants are asked to assess the techniques for effectiveness and to apply the techniques to their daily practice with adolescents during the interview process. The trainer summarizes by emphasizing that interviewers need to stay out of the victimization triangle by empowering the teen, providing choices within an outside structure of boundaries, recognizing the teens strengths. The interviewer also needs to prioritize the high priority issues that exist as the purpose of the interview and not allow less important issues raised by the teen to sidetrack the interview process through manipulation.

Foundation Skills Checklist

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ To explore the foundational skills of effective interviewing and relate these skills to the issue of oppositional/defiance.

Method of Presentation:

Video and large group discussion

Materials Needed:

- ✓ Overhead # 4 Foundation Skills Checklist
- ✓ Handout # 3 Foundation Skills Checklist

Foundation Skills

Outline of Presentation:

The trainer introduces the concept that use of basic interviewing foundation skills is of particular importance when interviewing an adolescent exhibiting oppositional/defiant behaviors. Particular emphasis should be placed on clarification, confrontation and avoiding victimization triangle.

- ✓ Show video clip of Amanda (*Working with Hostile and Resistant Teens (Volume 1)*) and point out the effective interviewing techniques demonstrated by the interviewer.
- ✓ Summarize the need to utilize these techniques especially with teens exhibiting oppositional/defiant behaviors to maximize the success of the interview.

Step 1:

The trainer distributes *Handout #3 (Foundation Skills Checklist)* to participants. The trainer asks participants to identify the use of these techniques while watching the video clip of the interview of Amanda. The trainer asks the participants to give examples from the interview that represent the use of effective foundation skills.

Step 2:

The trainer emphasizes the need to employ these techniques to maximize the success of interviewing teens exhibiting oppositional/defiant behaviors, particularly the use of non-verbal synchronization, silence and avoiding victimization triangle. These foundation skills are particularly helpful because this population can get “out of sync” easily, commonly experience difficulty processing words, and often attempt to manipulate by blaming others so that they can be seen as a victim who can oppose and defy. The trainer should note that participants will be able to practice these skills as part of the role play activities in the next section of the curriculum.

Defining the Worker's Role and Setting the Agenda

Estimated Length of Time:

60 minutes

Learning Objectives:

- ✓ To demonstrate the ability to clearly define the purpose of the interview to the adolescent and to set the agenda for the interview.

- ✓ To demonstrate the ability to clearly define the roles of the worker and the adolescent in achieving the purpose of the interview.

Method of Presentation:

Lecture and role play

Materials Needed:

- ✓ Overhead # 5A Setting the Agenda
- ✓ Overhead # 5B Defining Roles in Developing Rapport
- ✓ Handout #3 Foundation Skills Checklist
- ✓ Handout # 4A Setting the Agenda
- ✓ Handout # 4B Defining Roles in Developing Rapport
- ✓ Handout # 4C Case Study of Tanya

Setting the Agenda and Defining Roles

Outline of Presentation:

The trainer introduces the concepts that teens exhibiting oppositional/defiant behaviors are easily “set off”. It is imperative that workers choose their words carefully when describing the purpose of the interview and be aware of the right timing to bring up sensitive issues in the interview by establishing a clear agenda. The trainer should also emphasize the need to establish clear roles and boundaries in the interview process. Teens exhibiting oppositional/defiant behaviors will often respond best to a clearly defined structure that reduces fear and anxiety.

- ✓ Brief lecture on the rationale for clearly setting an interview agenda and establishing roles and guidelines for effective techniques.
- ✓ Demonstration of the use of effective techniques to set agenda and establish roles via role play and feedback.

Step 1:

Utilizing *Overhead # 5A (Setting the Agenda)*, the trainer reviews guidelines for effectively setting the agenda in the interviewing process. The trainer should emphasize that the purpose of the interview is stated as clearly as possible, with as few words as possible (since auditory processing problems are common in children exhibiting oppositional/defiant behaviors), and in a manner that is developmentally appropriate. The length of the interview should be adjusted according to the response of the teen and balanced with the information needed to complete the interview. Being flexible regarding setting (if possible) is also important. This sometimes can be negotiated with the teen if there is room for flexibility. Prioritizing topics to be covered is particularly important so that the worker does not get off track if the teen attempts to manipulate the interview with “diversion” issues.

Utilizing *Overhead #5B (Defining Roles in Developing Rapport)*, the trainer should emphasize the importance of defining roles clearly to reduce anxiety, dispelling the teens “what ifs” to reduce fear and ambiguity, and set limits by providing choices within outside structure. For example, if the teen refuses to sit, the worker could say, “You can sit or stand – your choice.”

Step 2:

The trainer distributes *Handout #4A (Setting the Agenda)*, *Handout #4B (Defining Roles in Developing Rapport)*, and *Handout #4C (Case Study of Tanya)* to participants and asks them to move into groups of three. The trainer informs participants that they have the opportunity to demonstrate foundation interviewing skills, setting the agenda, and defining roles via a role play in their small groups of three. Participants use the case study of Tanya (*Handout #4C*) and rotate roles of worker, adolescent and skill feedback person within their individual groups. After the worker and adolescent complete the role play, the feedback person provides comments on the worker's effective use of foundation skills, agenda setting and role defining techniques following the guidelines of *Handout #3, Handout # 4A and Handout # 4B*.

Step 3:

Following the role plays, the trainer invites participants to comment on the activity and discuss the issues of demonstration of the skills that arose. The trainer also asks participants to discuss the ease/difficulty of applying these skills in their daily practice.

Specific Techniques for Passive Resistant Behavior

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ To explore and understand specific techniques for dealing with passive resistant behavior

- ✓ To apply these techniques to daily practice

Method of Presentation:

Lecture, video and small group discussion

Materials Needed:

- ✓ Dealing with Resistant Teens (Last Section on Tape)
- ✓ Overhead #6 Passive Resistance
- ✓ Handout #5 Passive Resistance

Passive Resistance

Outline of Presentation:

The trainer introduces the concept that oppositional/defiance sometimes manifests itself in passive resistant behaviors that can be frustrating to deal with. Those behaviors include manipulative silence, a “non-engaged” body language, “forgetfulness”, and limited verbal responses. Workers must possess the skills to respond non-verbally and verbally to move the adolescent through the resistance during the interviewing process.

- ✓ Introduce the behaviors commonly exhibited by passive resistant teens and show the video clip of the interview with Yolanda (Dealing with Passive Resistant Teens).
- ✓ Identify the techniques utilized by the interviewer in the video and discuss application of the skills to daily practice.

Step 1:

The trainer brainstorms with the large group the common behaviors exhibited by passive resistant teens. The trainer should emphasize the behaviors of manipulative silence, “non-engaged” body language, “forgetfulness”, and limited verbal responses. The trainer makes a list of passive resistant behaviors on the flip chart. The trainer distributes *Handout #5 (Passive Resistance)* to participants and shows the video clip of the Yolanda interview (Dealing with Passive Resistant Teens Video).

Step 2:

Using *Overhead # 6 (Passive Resistance)*, the trainer asks participants to identify examples of these techniques in the video clip of the Yolanda interview. The trainer asks participants to discuss in small groups how they would apply these techniques to teens they have encountered that exhibit passive resistant behavior during interviews. Each group chooses a spokesperson to report their findings to the whole group following the small group discussion. The trainer makes a list of the findings on flip chart paper and hangs this on the wall of the training room.

Recognizing Depressive Symptoms

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ To explore the link between oppositional defiant behaviors and depression.
- ✓ To identify signs of depression and know where and how to refer for treatment.

Method of Presentation:

Lecture, small group activity and video

Materials Needed:

- ✓ Working with Hostile and Resistant Teens Video (Volume 1)
- ✓ Overhead #7 Depression
- ✓ Handout # 6 Depression

Recognizing Depressive Symptoms

Outline of Presentation:

The trainer introduces the concept that a large number of teens exhibiting oppositional/defiant behaviors are also often depressed. They mask their depression in anger, resistance and defiance. The oppositional behaviors are often not successfully treated until the depression is addressed in treatment. It is important for the worker to be able to identify the often subtle signs of depression in an adolescent and refer the adolescent for treatment as part of the intervention plan.

- ✓ Overview the signs of depression.
- ✓ Review the video clip of Ivan (Working with Hostile and Resistant Teens (Volume 1)).
- ✓ Apply the information on signs of depression to daily practice.

Step 1:

The trainer distributes *Handout # 6 (Depression)*. Using *Overhead # 7 (Depression)*, the trainer introduces the concept that a large number of teens exhibiting oppositional/defiant behaviors are also depressed and that this is often missed by workers who are struggling to deal with the more obvious opposition. The trainer reviews the signs and symptoms of depression and the “clues” that are often evident in the teen that are listed on *Overhead #7 (Depression)*. The trainer emphasizes common symptoms of slowed movement, low energy level, lack of facial expressions, slowed rate of speech, flat intonation, slowed response rate to questions asked, difficulties processing information, difficulty concentrating and remembering, and a life history that could place a teen at risk for depression.

Step 2:

The trainer shows the beginning portion of the Ivan video clip and asks participants to assess whether Ivan is exhibiting any of the clues listed on *Handout #6 (Depression)*. The trainer asks the large group to respond with their assessments.

Step 3:

The trainer asks participants to assess in their small groups the possible signs of depression exhibited by adolescents that they have interviewed in the past and to provide examples of their assessments. Participants are asked to provide recommendations for referral to assess if depression is present in the client. The spokesperson from each small group summarizes their findings to the larger group.

Techniques for Anger De-Escalation

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ To identify the signs of symptoms of anger escalation when interviewing an adolescent.

- ✓ To implement de-escalation techniques when a teen is exhibiting anger escalation during the interviewing process.

Method of Presentation:

Lecture, video and small group activity

Materials Needed:

- ✓ Working with Hostile and Resistant Teens Video (Volume 1)
- ✓ Overhead # 8 De-Escalation Checklist
- ✓ Handout # 7 De-Escalation Checklist

Techniques for Anger De-Escalation

Outline of Presentation:

The trainer introduces the concept that teens sometimes escalate with their anger during the interviewing process and the worker must be able to implement de-escalation techniques to successfully complete the interview.

- ✓ Overview signs of anger escalation and techniques to intervene.
- ✓ Show video clip of David (*Working with Hostile and Resistant Teens* (Volume 1)).
- ✓ Apply the techniques to daily practice.

Step 1:

The trainer distributes *Handout # 7 (De-Escalation Checklist)* to participants. The trainer elicits from the large group the signs and symptoms of anger escalation. The trainer emphasizes the signs of verbal and physical threats, a sudden change in demeanor (increase in agitation or sudden “shut down”), loud voice tone, flushed face, etc. Utilizing *Overhead # 8 (De-Escalation Checklist)*, the trainer reviews the techniques of de-escalation to use in the interview process.

Step 2:

The trainer asks participants to view the video clip of David and identify the techniques of de-escalation utilized by the interviewer in the video. The trainer lists the examples of intervention on a large flip chart and places the flip chart paper on the wall of the training room.

Step 3:

The trainer asks participants to discuss in small groups how they would apply these techniques to their daily practice of interviewing escalating teens. Each group summarizes their findings on flip chart paper and reports back to the large group the ways they would apply the techniques in daily practice.

Techniques for ODD Behaviors

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ To apply the strategies to deal with adolescents exhibiting oppositional/defiant behaviors when interviewing.

Method of Presentation:

Lecture and small group activity

Materials Needed:

- ✓ Overhead # 9 ODD Strategies Checklist
- ✓ Handout # 8A ODD Strategies Checklist
- ✓ Handout #8B Case Study of Eric

Techniques for ODD Behaviors

Outline of Presentation:

The trainer reviews all of the strategies discussed during the workshop using the flip chart papers posted on the training room walls. The trainer emphasizes the strategies listed on Overhead # 9 (ODD Strategies Checklist).

- ✓ Summarize the strategies offered throughout the workshop.
- ✓ Ask participants to apply all the strategies learned throughout the workshop and those listed on Handout # 8A (ODD Strategies Checklist) to the case study described on Handout #8B (Case Study of Eric).

Step 1:

The trainer summarizes all of the strategies discussed during the workshop utilizing the flip chart papers posted on the training room walls. Utilizing *Overhead # 9 (ODD Strategies Checklist)*, the trainer emphasizes that workers must empower teens exhibiting oppositional/defiant behaviors during the interview process by providing choices within outside structures, praising the teen with statements like “I know you are a smart guy!” or “I’m not going to pretend you don’t know how the system works!”, by building on the strengths of the teen, using coloring or “widgets” to fiddle with during the interview to divert the intensity of eye contact, using music to describe how they are feeling or to describe the way things have been for them lately, not buying into “bait” by saying the opposite of what the teen expects (paradox), and by not pulling your “ace card” (your last resort intervention) until lower key interventions have been employed.

Step 2:

The trainer distributes *Handout # 8A (ODD Strategies Checklist)* and *Handout #8B (Case Study of Eric)* to the participants. The trainer asks participants to discuss in small groups how they would apply the strategies listed on the checklist to the case study of Eric. The groups report back their findings to the larger group.

Reflection Groups

Estimated Length of Time:

60 minutes

Learning Objectives:

- ✓ To apply the techniques for interviewing adolescents exhibiting oppositional/defiant behaviors to daily practice.

Method of Presentation:

Pair activity and large group

Materials Needed:

- ✓ Overhead # 10 Action Plan
- ✓ Handout # 9 Action Plan

Reflection Groups

Outline of Presentation:

The trainer asks participants to apply the information they learned in the workshop to daily practice by creating an action plan for future practice.

Step 1:

The trainer distributes *Handout # 9 (Action Plan)* and asks participants move into pairs. Utilizing *Overhead # 10 (Action Plan)*, the trainer asks participants to discuss with their partner how they will use the strategies learned in the workshop in their daily practice to respond to passive resistance, depression, and anger escalation in teens exhibiting these behaviors during the interviewing process. The trainer instructs each participant to complete an action plan based on their discussion with their partner.

Step 2:

The trainer asks participants to share with the large group selected examples listed on their action plans.

Wrap-Up and Evaluation

Estimated Length of Time:

15 minutes

Learning Objectives:

- ✓ To wrap up the workshop and complete workshop evaluations.

Method of Presentation:

Large group activity

Materials Needed:

- ✓ Evaluation Forms

Wrap-Up and Evaluation

Outline of Presentation:

The trainer responds to any final comments or questions and asks participants to complete the workshop evaluation forms.

- ✓ Ask for any final comments or questions.
- ✓ Completion of evaluation forms.

Step 1:

The trainer responds to any final comments or questions.

Step 2:

The trainer distributes the workshop evaluation forms and asks the participants to complete the forms. The trainer closes the workshop with final comments.